

TA IN YOUTH WORK



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1. TRANSACTIONAL ANALYSIS - TA

The founder of TA theory was Eric Berne (1910 -1970). He was born in Canada but he became a citizen of the USA, where he was educated to be a psychiatrist and psychoanalyst. In his work, he met many soldiers who had numerous traumatic experiences and consequences from the Second World War. He needed tools to work fast, here and now, and not long term psychoanalytic therapies, which usually take years. Therefore, he began developing his own concepts. He developed his first independent theory of TA in 1949. Between 1949 and 1958 he finished most of the basic concepts of TA.

In 1958, he began developing "Tuesday" meetings, which are known under the name San Francisco Social Psychiatry Seminars. They are still active even today. In these seminars, he developed most of his concepts together with his colleagues. They continued his work after he died.

1955 -1966 – EGO STATES

1962 -1966 – TRANSACTIONS AND GAMES

1966 -1970 – SCRIPT ANALYSIS

In 1964, an international TA organisation was founded. This organisation took over the responsibility for TA exams. In 1974, a European association for TA was founded and it also organises exams to gain a degree in TA.

FIELDS OF USING TA

TA is used in psychotherapy, which refers to clinical use. Besides this use, there are three other areas of use: educational, counselling and use of TA in organisations.

1.1. DEFINITION OF TA

Transactional analysis is a **THEORY OF THE PERSONALITY** and **SYSTEMATIC PSYCHOTHERAPY FOR PERSONAL GROWTH AND CHANGE**. With the help of TA, we can understand others and ourselves much better and we have the possibility for personal growth.

TA is a set of connected theories with roots in techniques that base on certain philosophical assumptions. It offers various tools. No theory can explain human personality. Our brain has the need for order and structure, theories with the help of which we can explain the world.

In this sense, TA is very wide because it assumes that the concepts are good as long as they work in practice. If not, the concepts have to be changed. Because of that, TA connects to other sciences and is not dogmatic. The concepts of TA are designed in such a way that they are simple and understandable to the user.

1.2. PHILOSOPHICAL BASES OF TA

- **ALL PEOPLE ARE O.K. IN THEIR HUMAN ESSENCE.** All people are capable of making good and bad actions. Mostly bad actions are not deliberate. There is always some logic sense behind our actions. We can discover this with the help of TA.
- **PEOPLE MAKE DECISIONS AND ARE RESPONSIBLE FOR THE CONSEQUENCES.** We are responsible for our actions, thoughts and feelings. We cannot change other people; we can only encourage them to choose a behaviour that is more appropriate. How they behave is completely their own decision.
- **WHAT DRIVES PEOPLE IS THE URGE FOR PERSONAL GROWTH.** We all have the need to grow and develop even if we do not show it. It is possible that we have learned to suppress this need or blocked it for some reason.
- **TA IS ALWAYS BASED ON AGREEMENTS.** Every person takes responsibility for her/his actions, thoughts and feelings. The clients are always included in the process and acquainted with the concepts of TA and their use.

1.3. EGO STATES

Ego states are **SYSTEMS OF THINKING, FEELINGS AND BEHAVIOR**. They are some kind of structures, which are inside of us and are connected to each other. However, for easier understanding, Berne uses the term EGO STATES. Ego state of the **PARENT, ADULT AND CHILD**. He differs also between **FUNCTIONAL AND STRUCTURAL EGO STATES**.

Structural ego states present the content, our whole development, the ways we internalised our parents, other important persons and our own thoughts, behaviour and feelings as a child.

Functional ego states present the use of what we have inside of us.

To function, we need all ego states. We need the ADULT for the situations here and now. We need the PARENT to include ourselves comfortably and safely into the society and the CHILD to be spontaneous, creative. All the data that is written down in the ego states, replay in the situations here and now. The question is if they are adequate for the present situation.

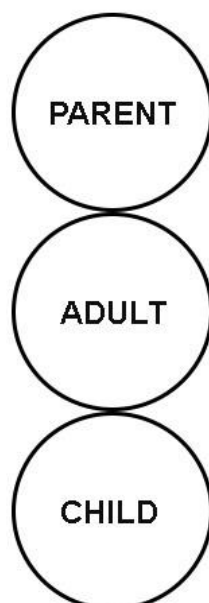
Many times, they are not and TA helps that we can become independent. This means that we can control our way of behaving, thinking and feeling. This is possible only if we understand the logic behind our behaviour, our way of thinking and feeling.

How do we determine Ego states

- **BEHAVIORAL DECISION MAKING**; what do we notice? If the person is frowning like an angry father, is she/he making faces like a spoilt child, is she/he balanced and realistic?
- **SOCIAL DECISION MAKING**, how do people react? Do they respond as if they were interacting with a child or an adult?
- **HISTORICAL DECISION MAKING**; does the person act in the same way they did in the past (child ego state).
- **FENOMENOLOGICAL DECISION MAKING** – how a person accepts himself or herself? Does he/she feel like here and now or maybe as a small child or a parent?

In everyday life we use only first two ways of decision-making. We do not ask our client about their childhood or their caretakers, relatives or in which ego state they believe, they are like the therapists do.

We draw ego states as three circles that are touching each other and are placed one above the other.



1.4. EGO STATE OF THE PARENT

We are in the ego state of the parent when we behave, think or feel in the way that our parents or other important people in our life behaved. The easiest way to recognize it is if we ask ourselves; what I remember my parents have taught me.

The PARENT is a collection of brain inscriptions that we have written down in our memory without having any influence in doing so. In the first few years of our lives, some inscriptions are even forced into us at that time. The most important time in the child's life is between birth and 5 years of age. This period is referred to as a period before SOCIAL BIRTH, when a child enters school.

The most important scenes are the ones from the parents and other important people. In the PARENT, everything a child has seen his/her parents do and everything they have said. Every one of us have their own inscriptions. That is why we are so different. The inscriptions are there unedited. Besides these inscriptions, also feelings that belong to certain scenes are inscribed. Later in our lives, we are replaying these scenes including emotions. For example, if the parents are fighting, every fight is unscripted in the child's brain, together with feelings of fear, horror etc. A child does not understand the background of this fight, for example his dad just had a bad day at work. We just save and download all the **WARNINGS, RULES, COMMANDS, TONE OF VOICE, EXPRESSIONS, CARING or LACK OF CARING, LACK OF JOY etc.**

Later on come more complicated commandments such as DON'T LIE, DON'T LEND MONEY, FOREIGN PEOPLE ARE DANGEROUS, THE WORLD IS A DANGEROUS PLACE. A child inscribes this information as the **TRUTH**. These inscriptions are eternal and are available for replaying later on in our lives. There are all the rules and especially rules of how to behave. The Parent is like a **SURVIVAL MANUAL**.

The archive in our PARENT depends on our childhood. Even more important is the relationship between the inscriptions and the present. Do we check if our inscriptions are right, if they work, do we adjust them, change them, and let them go or replace them with new ones, more adequate ones? If we had very strict parents, we stick to these inscriptions for a long time and we are using them no matter how dysfunctional they are. We can even develop compulsive behaviour.

1.5. EGO STATE OF A CHILD

The best way to know if we are in the state of the CHILD is if we ask ourselves; **what am I saying to myself in my mind?** In the CHILD events and responses of a small child are storing, everything a child sees or hears. A child connects to feelings and emotions. We are experiencing emotions and feelings as we did as small children. As small children, we did not have enough information to grasp the whole situation so our feelings then were not real. However, at that time we detected information in such a way. A child operates in this way;

SEEN, HEARD, FELT, UNDERSTOOD. A child is small, vulnerable, and dependent on parents, has no knowledge, and does not understand information. So a child can take a nasty look the wrong way; I am to blame, it's my fault like always and I will always take the blame.

In this period most of us, even if we grew up in a loving family develop the NOT OK CHILD. This means that a child, automatically, due to the dependent position, numerous demands that he is not able to handle, bans, thousands of no, concludes that he/she is not OK, but the parents are. Later in our lives, we can change this conclusion, but most of us carry this message further on. The children that grew up with violent parents, carry a heavy burden with them all of their lives.

There are many positive things in the CHILD; creativity, curiosity, feeling of freedom, feelings of a soft blanket, cuddles, adventures, pleasures. Until the age of five most important inscriptions are created. Inscriptions that are available in the CHILD to replay them in our lives. For example if we are at a party, it is O.K. if we are happy, playful, dancing and having fun. If we are at a business meeting, such behaviour is not appropriate. If somebody yells at us, we can replay a scene from our childhood, hide in the corner and cry. The responses must be suitable for a certain situation.

1.6. EGO STATE OF ADULT

We as ourselves: is this behaviour, thinking, feelings appropriate to the situation of adult person. If the answer is yes, it comes from the ADULT. At 10 months of age, exciting things start to develop in the child. He/she starts to explore, move and getting free of the prison of not being able to move. A child is aware that she/he is able to do things that are a result of awareness and her/his own thoughts. The information in her/his ADULT start to inscript as a result of the child's capability of discovering life on his own and is different from the learned concepts in her/his PARENT and CHILD. Adult person is developing thoughtful concepts of life that base on collecting and processing information. In the early years, the ADULT is very fragile and shy, but is getting stronger. The ADULT is editing stimuluses and complementing them according to the previous experiences. It differs from the PARENT which is judgmental, and the CHILD, which is emotional. With ADULT, we learn to differ between life that was taught and the life that we perceive on our own. The ADULT is as a computer that edits information that she/he is processing through three sources: PARENT, CHILD and her/his own information. It checks if the inscripts from the PARENT and CHILD are useful in the situations here and now or they need to be changed, upgraded or even discarded and replaced with the ones that are more appropriate.

1.7. MODEL OF EGO STATES



THE USE OF THESE CONCEPTS WITH YOUTH

If we keep these concepts in mind, we can understand people's behaviour much better. Especially with youth since their behaviour often tends to be very intense. Their personality is still not completed so we can still influence on them quite strong. At this point, we can explain to them how important it is to take responsibility for their actions, behaviour and feelings. We work with them as if they were adults, we invite them constantly into adult ego state, and we separate the behaviour from the person. Youth seems passive many times but in fact, every person aims towards self-development and there are no lazy people, "laziness" comes from the inner obstacles that are inside the person. Every behaviour has an explanation so we should not take bad behaviour of youth too seriously, we should try to look behind the behaviour. Do not quarrel, moralise or judge.

EXERCISE: DETERMINING THE EGO STATE

Write the situation when you were in the state of the PARENT. How did you behave, think and feel?

Write the situation when you were in the state of the ADULT. How did you behave, think and feel?

Write the situation when you were in the state of the CHILD. How did you behave, think and feel?

2. FOUR LIFE POSITIONS – LIFE VIEWS

LIFE ORIENTATION. Most people understand this as conviction, view, position, attitude, character, behaviour, feeling, thinking, and acting. When we talk about life orientation of another person, we make these conclusions from their behaviour and emotions, but we can only assume this, we can't actually see inside a human being. We behave accordingly to our own life orientation towards other people. When we decide that a person is not O.K., then it is not easy to change even though it is not real.

We are all looking through certain windows (life positions) to the world as if we were all looking through different glasses, through which we see the world, the others and us (life view). The frames of our windows are convictions and our main life views about others and us. Therefore, we can look through the window, which can totally distort reality. We can have a very different picture than it really is. These distortions are not a coincidence; we have built them into our windows for years and years. We can see only those things that we expect according to our life view.

When we have a bad day, we slip into one of the negative life positions and we decide to use the distorted life view. Maybe it seems strange on the outside, but in reality we have built things in our windows for years and years and we are looking through them now.

As small children, we want to behave for our parents to love us and give us compliments. When something goes wrong, we think it is our fault, when something goes well, we also take all the credit for it.

2.1. DEVELOPMENT OF LIFE POSITIONS, OUR LIFE VIEWS

A child is helpless, dependent on parents; the surrounding has many demands for her/him that he/she is not able to handle. This is a period of numerous prohibitions and demands. The position of the child is dependent so, she/he concludes; I'M NOT OK, my parents are O.K. She/he tries to satisfy the demands and needs of the parents and minimize the NOT O.K. feelings. The decision for NOT O.K. position is most determined and influences on our actions later on. We can replace the conclusion that we accepted in our early childhood (until the age of three) later in our lives with one of another three positions. We can achieve this conclusion even if we had a happy childhood. All the impressions print in our memory. Even though we do not remember, we can come back to these feelings later in our lives.

THE BEGINNING, EARLY CHILDHOOD

First reactions of a new-born are limited to impressions and feelings: we express our feelings through crying and body gestures.

Example: a woman had traumas that she is a tiny dot in the circles and had stomach cramps. It turned out that these feelings came from her breast-feeding experience. Her mother always forced her to breastfeed until the end and she had big breasts so the baby got lost there. The mother did not consider the baby's needs. The baby was full but she forced her to eat more.

BIOLOGICAL BIRTH

We are exposed to many unknown feelings at birth such as cold, pressure, roughness, noise. Biological birth is traumatic. Theory about birth trauma explains the feeling of falling, dragging down the canal and more and more pressure. These feelings can be a cause of dealing with distress and could be a trigger for claustrophobia.

PSYCHOLOGICAL BIRTH

Psychological birth means first contact of a child with other people. When a child arrives to the world, she/he meets a saviour, a person who hugs her/him, wraps her/him in the blanket. This is calming and not all seems so bad like it seemed at the first glance. **WILL FOR LIFE PLUGS IN. PHYSICAL CONTACT** is crucial for survival of a child, because a child does not have words to explain the world. She/he works based on feelings and emotions. They are connected to caressing or an absence of caressing. **THE PERSON, WHO IS CARESSING, IS O.K.** It is not sure or her/himself if she/he is O.K. because the negative strokes are stronger.

She/he chooses one of **LIFE POSITIONS** in order to understand the world like more predictable and less chaotic. These first mind-sets are not yet recognition or the truth but **A WISH TO SUCCEED, TO BE LOVED, TO ADJUST TO THE DEMANDS**. If I'm not O.K. and you are O.K., what can I do for you to be kind and favourable to me. This viewpoint even though it is uncomfortable, helps the child to create an impression about her/him, helps her/him to keep balance. It is better to have a bad opinion about her/him than to have none at all. This is the first **MASTERPIECE** of the child. Her/his **ADULT** made **SENSE** out of life and resolved the **BASIC PROBLEM OF LIFE**.

In the first few months, a child establishes **BASIC EMOTIONAL POSITION**. Later on, she/he develops **BASIC POSITION OF SECURITY AND a POINT OF STRONGEST VULNERABILITY**. We keep on coming back to this in our lives.

For example. If our position was painful, we might defend ourselves all of our lives, run before this feeling. Run before this first pain.

At the end of third year, a child confirms the first conclusion **I'M NOT O.K., YOU ARE O.K.** or switches it with one of the other three. Once the decision is made, a child does not change it any more. This decision leads her/him in everything that she/he does, she/he precepts the world through the window of one of four life positions. She/he stays in this position for all life,

except if she/he makes a conscious decision to alter this life view towards, her/himself and others.

2.2. FOUR LIFE POSITIONS - FOUR DIFFERENT LOOKS THROUGH THE WINDOW

The way we look through the window defines our life position. It expresses our position that we have toward our life (our convictions and opinions about others and us)

I'm not O.K. You are O.K.	I'm O.K. You are O.K.
I'm not O.K. You are not O.K.	I'm O.K. You are not O.K.

- **I'M NOT O.K., YOU ARE O.K.**

This is the earliest position we are all in. At the end of year three, we can change it. In this position, we feel smaller than most of the people around us. We think we are not capable enough. We have feelings of inferiority.

HOW CAN WE SEE THIS IN OUR BEHAVIOUR?

Very common way of surviving is a strategy YOU CAN BECOME O.K., IF.... This means that we try all the time for others to praise us (caressing), we are looking for care, safety. Such person can be enthusiastic, wheeling, fulfilling all demands. We are ready to be guided and controlled by the others. They can even tease us and we let them. These can be very hard working people. It is like climbing to the mountain but when we get to the summit, there are other summits waiting for us. No matter what we do or achieve, we still feel that WE ARE NOT O.K. These feelings stay despite the circumstances outside. We can act as if we are more worth than others or less than others are. We can be pessimistic.

We feel incompetent, so others do things instead of us, they think we are helpless so they are not giving us enough credit, they decide instead of us. Maybe they are saying that we are clumsy or annoying. We feel embarrassed, ashamed, guilty, desperate, helpless, feeling that nobody likes us.

The consequence is the conclusion that the fault is inside us, others are competent, and we are not. This becomes our life orientation and it is confirming in our life repeatedly. We begin to filtrate information and accept only the ones that confirm our conviction.

We give the impression of helplessness to the other people and we except only information that confirm our believes. We give the impression of helplessness so other people take care of us. Then we feel totally incompetent and non-confident. We ignore other messages that point to our capabilities; we just do not hear them because they do not fit in our window. As adults we don't hold back by doing assignments and then somebody else starts organising instead of us and concludes that we are not confident, to us that we are incompetent.

Example: A child that is "naughty". If everyone says I'm naughty, I will be naughtier and so this child reaches the confirmation of her/his conclusion I'M NOT O.K., YOU ARE O.K.

In this life position, there is a sense behind.

- **I'M NOT O.K., YOU ARE NOT O.K.**

At the end of first year, a child starts walking. It is not necessary to hold her/him constantly, caress and cuddle her/him. If adults conclude; now you are not a baby and the CARESSING stops. If adults conclude; now you are not a baby anymore and therefore caressing stops at once. The demands and consequently punishments became more and more often. A child comes to the logical conclusion. There was some pleasure in the first year but now this is over. **Without caressing, there is no development.** Most people have a person who is caressing them. If this is not the case, then ADULT in this little person stops developing. A child simply lets her/himself to life, loses hope. She/he is seeking for the nice feelings from the first year of life for the rest of her/his life. Even bigger problem occurs when a child shuts down her/his ADULT and shuts down the surrounding that wishes to caress her/him due to stress and distress.

HOW THIS SHOWS IN OUR BEHAVIOUR

Some of us developed a different look on the world. Because of bad experience, like our parents lack of care for us, maybe they humiliated us, physically punished us or molested us, maybe they were cynical towards us, depressed, and maybe they taught us not to trust and not to be successful. If we feel that, this window suits us, we start acting selectively and we only see the ones that fit to our window. We expect to be unsuccessful and we the same expect the same from others. We expect the destiny to work against us. For others this behaviour is frustrating because there is a lack of trust in our own capabilities. We do not let anyone to improve the situation. We give the impression of a desperate man and send pessimistic signals to the others. People start to avoid us and so we can confirm our script.

- **I'M O.K., YOU ARE NOT O.K.**

This life position occurs when we decide that our problems are only temporary. Once we grow up, we are going to be able to do everything that adults do or even better. To verify that our theory is right, we looked for the signs of incompetence in the others. We notice only the cases when we do something good. For everything else, we blame the others. As adults, we give the impression of arrogance. We like to tell the others how they should behave and let them know that in fact they are not capable to take our wonderful advice. We are the hunters

and we have a bossy attitude. We are overwhelmed with the feelings of justice, triumph and we feel self-sufficient. Our relationships are short term; because we reject people with our sublimity and criticality, we drive people away from us.

In the situation where a child is growing up in a violent family, she/he develops self-caressing. The little person is healing by him/herself after horrible events. Beaten children have very tough damages, unbearable pain. They feel good when they are alone, licking their wounds and telling themselves that everything is going to be O.K. Just leave me alone. If I'm alone, I'm O.K.

This situation is characteristic also for psychopaths. A person experienced cruelty, found out that the only way to survive is not to give up and when she/he grows up, she/he hits back. She/he knows roughness and from her/his Parent she/he has a permission to be rough. Her/his decision I'M O.K., YOU ARE NOT O.K. saved her/his life. These people can be without conscious. No matter what they do, they see themselves O.K. and blame the others for everything. A person suffers because of the withdrawal of caressing, because the others are not O.K. Later in their lives, also their caressing is not O.K. This caressing is false. They can have people around them that worship them, praise them. However, the more they praise them, the more this person will despise them, keep them away and gain new persons and this pattern will go on and on forever.

- **I'M O.K., YOU ARE O.K.**

There is hope in this fourth position. First three are **SUBCONSCIOUS, BASED ON FEELINGS**. The most common is the first one, the second and the third is most common for children with unhappy childhood. We decide for the last one **CONSCIOUSLY**. We are not pushed in the last position, we except this decision BY OURSELVES. We can accept the decision for this position only on the base of information and because of the parents encouraging our O.K. part, giving children the circumstances where they can prove themselves, where they can be successful.

This position means a **win/win** situation and is very different from the other three. There is a clear and not distorted look. Things seem the same as they really are. We are capable to recognize when others are looking through their useless windows. This means that we are capable to understand their sometimes not logical behaviour, because they are filtrating through the pattern, which is ancient. We can separate the behaviour from unique worth of an individual and therefore we are much more tolerant toward the others.

This is a position of mutual respect and gives us the best coexistence with other people. We are willing to make compromise and so we can accomplish most of our needs without negative influence on the needs of others. We are on the path of solving problems and finding ways how to work and live with each other.

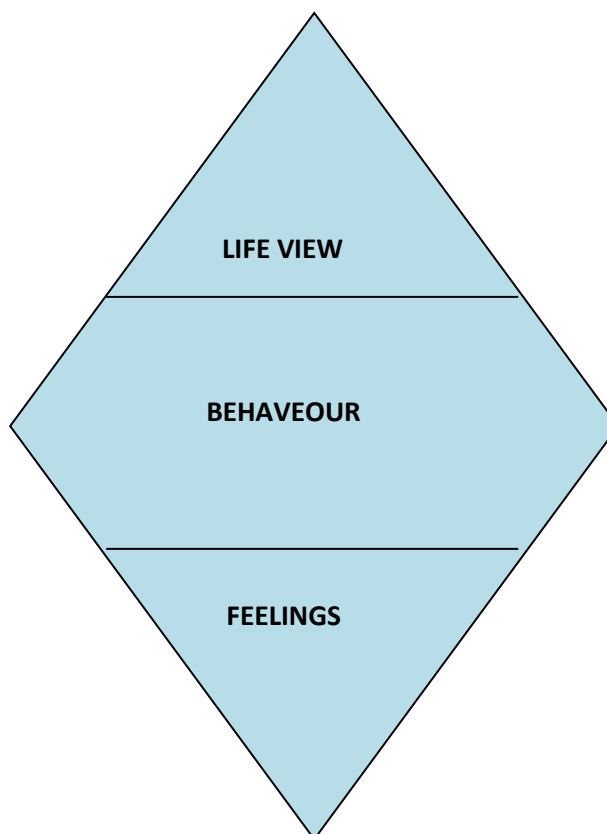
The solution is to find our life position, to find out how do we show it through our behaviour. When we decide for the fourth position, this does not bring an instant relive, therefore we can still go back to our old paths, back to the Child

EXERCISE; WINDOWS INTO THE WORLD

This is how people will react in every of four life positions in different situations.

	I'm O.K., you are O.K.	I'm not O.K., you are O.K.	I'm not O.K., you are not O.K.	I'm O.K., you are not O.K.
What do you say to people when you praise them?				
What do people say to you when they praise you?				
What do you say to people when you criticize them?				
What do people say to you when they criticize you?				
How do you behave when you trust to people?				
How do you behave when you are in a conflict with other people?				

2.3. DIAMOND OF PREFERENCE



Emotional level stays hidden to the other people every time our behaviour does not reflect out true feelings. Sometimes we hide our feelings on purpose. Sometimes this happens when we are not in touch with our true emotions: if we have learned that certain feelings lead to unpleasant consequences, we are going to cope with the situation easily. No matter if we hide our emotions or not, they reflect our life positions.

are possible but we use mostly six, or only some of them.

- **MARTYR:**

Conviction: I`M O.K., YOU ARE NOT O.K.

Behaviour: I`M NOT O.K., YOU ARE O.K.

Feelings: I`M NOT O.K., YOU ARE NOT O.K.

This pattern suits well to the situation when we make a martyr from ourselves by patiently listening to the others and giving them advice (that they usually ignore) about how they should handle their life. We are sure that we understand people and relationships best. We act like for example that we are neglecting our work while patiently listening to our co-worker. However, in fact we feel desperate because we notice that we are not capable enough to do our job.

- **MOANER:**

Conviction: I`M OK, YOU ARE NOT O.K.

Behaviour: I`M NOT O.K., YOU ARE NOT O.K.

Feelings: I`M NOT O.K., YOU ARE O.K.

In this case we believe that only we know best, but we feel that in some way we are inadequate. Because of that we act as if we do not expect that somebody would listen to us. Most likely, we are complaining over people who we believe are so stupid that they are ignoring what is in our opinion the best solution of the problem; "Nobody gives me attention even though I predicted all of this. I told them what they should do, but they are not capable to take my advice!"

- **BULLY:**

Conviction: I`M NOT O.K., YOU ARE O.K.

Behaviour: I`M O.K., YOU ARE NOT O.K.

Feelings: I`M NOT O.K., YOU NOT O.K.

This pattern matches archetype bully. We are convinced that in some way we are less capable than the others. We feel desperate. We hide our doubts by acting as if we can cope. We are telling the others how to act: if they provoke us, we get even more autocratic and irrational. Without consciously knowing, we are building fear to prevent others to expose our weaknesses.

Conviction: I`M NOT O.K., YOU ARE O.K.
Behaviour: I`M NOT O.K., YOU ARE NOT O.K.
Feelings: I`M O.K., YOU ARE NOT O.K.

We act as if somebody hurt us and there is no help for us. We build the aura of suffering and at the same time we are signaling to the others that they are insensitive, and that they are giving us no comfort. We are convinced that we are less capable or intelligent than the others.

We think that our emotions are genuine. Therefore, our emotional needs should come first before emotions of other people. In fact, we are often so emotional that we overlook feelings of other people.

- **THE GOOD SAMARITAN**

Conviction: I`M NOT O.K., YOU ARE NOT O.K.
Behaviour: I`M O.K., YOU ARE NOT O.K.
Feelings: I`M NOT O.K., YOU ARE O.K.

We secretly believe that other people don't know what they are doing. The world is probably doomed. Since the feelings of the others are more important than our own, we are on a quest of saving people from themselves. We are typically good Samaritans that tell to the others how to live their life better. We are bad in giving assignments to the others; we wish to protect them from their own incompetence.

- **THE DESPERATE**

Conviction: I`M NOT O.K., YOU ARE NOT O.K.
Behaviour: I`M NOT O.K., YOU ARE O.K.
Feelings: I`M O.K., YOU ARE NOT O.K.

We are convinced that nobody is capable. Despite that, we have to face our own emotions that are much more important than feelings of the other people. So we show our feelings and apologize ourselves that we cannot help to feel what we feel. We are looking for people to lean on and expect from them to take care of us in some way. We like to give our trust to the others and then act as if they are responsible to resolve our situation. Deep inside we do not expect them to achieve nothing more than we have.

AUTONOMY

In the state of autonomy our beliefs, behaviour and feelings reflect the real situation. We are capable to believe that certain behaviour is unacceptable, but we can accept the person. We behave in a way that reflects trust and respect towards the others, we do not decide for stupid risks and we do not assume others to react in such a way. We are experiencing genuine emotions of sadness, fear or happiness, which are coherent with what, is happening in our life now.

Autonomy has three elements:

- **Awareness:**

That we are here and now and we know who we are, we are aware of our feelings and reactions, we recognise our system of beliefs and we are capable to consider its meaning in the present situation.

- **Choice:**

To have a variety of possibilities concerning our behaviour and emotions, so we can consciously choose our reaction, response.

- **Genuine:**

To be open for true connections to the other people. Our reference frames are tools that we created in our childhood to protect us from fear that comes over us when we cannot accomplish the world to behave, according to our wishes.

THE USE OF THESE CONCEPTS WITH YOUTH

Understanding the window the youth has, can help us understand how young people feel, think and why do they behave as they do. Many of young people are not confident (I'M NOT O.K., YOU ARE NOT O.K.) Invite them into position I'M O.K., YOU ARE O.K., positive conformations, creating situations for success. They do not believe the words; they need to prove it to believe it.

For example when kids drop out of school, their parents are usually exhausted from all the drama that was happening at school, teachers calling them to come to school, kids being punished etc. When they enrol into our programme, we never call parents, we treat them as adults, they are arranging their own things, coming to the programme on time, and we help them manage with school, exams, papers... Parents can rest a bit and youngsters start taking responsibility for their actions. We use only inner authority, based on respect, trust and treating them equally.

3. STROKES

One of basic human needs is the need to have contact with other people. Because of that fact, locking prisoners in solitary is such a hard punishment. It is also the reason why children without attention and initiatives cannot develop normally. This was the case in some Romanian orphanages in the recent past. Even though we differ in how much acknowledgment we need, we all have to get some attention from the others in order to live as healthy human beings.

We are in constant interaction with others. A stroke means that we recognize and acknowledge someone, what is called ACKNOWLEDGEMENT. We show the person that she/he exists (touch, sight, taste, smell). The strongest are the actions through tone of voice, face gesticulation, hug, kiss...).

Hearing:

- things we tell to each other
- sound of music, singing
- tone of voice (angry, friendly...)

Sight:

- Facial expression, gestures, poses
- Through painting, ornaments, scenes
- Through written remarks, notes, written confessions...)

Touch:

- shaking hands
- hug, strike, temperature

Taste and smell:

- with food and drink
- aromas, body smell, tobacco etc.

To get to acknowledge someone, we can touch her/him, say things to her/him, and just catch the look before we look the other way. Even with a quick look, we can show to someone that we noticed her/his existence. It is still a confirmation even though its power is low. People who don't get enough contact with the others respond even to smaller conformations, like for example when they meet a neighbour in the elevator and they say hello to each other and shortly after that the neighbour is telling her/his life story.

We need physical strokes as babies, because we cannot understand yet what adults are telling us. While growing up, we learn how to speak; we also learn how to accept strokes. As adults we use practically all sorts of recognition; if somebody smiles at us or complains over us, when we talk to someone, accept pay check, financial rewards... Because our society

how and when can we touch each other, we receive most of strokes at work by looking and listening. We see a smile, angry face expression; we hear comments and questions from our colleagues.

The pattern of hand shaking shows to us that we sometimes deal with strokes just like with money. "The important people" will shake hands with other people in high positions and expect from the inferior employees to shake hands among each other.

STROKES are necessity; we all need them to survive. If there are no positive strokes, children look and accept strikes, because those are still better than nothing. We know different kinds of strokes.

- **POSITIVE STROKES**

They are encouraging life and growth; they are inviting the person who is receiving positive strokes to feel O.K. with her/himself and others. It is praise and constructive critic. We can give attention to the other person with questions, about her/his opinion, ideas, health, worries. We can give a constructive message how she/he can improve something, because it has a message that we are O.K. and that we can do something even better than before. Someone that sincerely wishes the best for us can say this. It can be sarcasm in which we hide care and love like; "O not you again" – even though we are happy to see her/him.

- **NEGATIVE STROKES**

They repress life and growth; they are inviting the receiver not to feel O.K. about her/himself and others. We are talking about criticizing, calling names, insulting that invites in the bad feelings. They are not only direct negative messages but also interactions that invite us to feel bad in some way.

- **CONDITIONAL STROKES**

When we praise someone for things that are wanted and ignore the ones that are not wanted, for example, if you are good, you will get a cake... We give them in order to have control over someone and her/his actions.

- **UNCONDITIONAL STROKES**

We give or get them for something that we have no control of, like the colour of our eyes. We do not need to earn them with work achievements for example.

- POSITIVE (I love you, it is so good that you are here, people are lucky to know you, nice smile, it is very nice in your company, etc.)
- NEGATIVE (I hate you, Niger, loser, creep, etc.).

We create our own patterns of strokes, we know how to behave towards people that we know (what kind of strokes they like or dislike). If the strokes are too conditional, people will react like you are interfering with their private matters.

3.1. STROKE PATTERNS AND PROBLEMS WITH GIVING STROKES

Our personal stroke pattern is made of the strokes that we give and take. We first filter strokes through our stroke filter. We will accept the ones that suit us and ignore the ones that are not consistent with our self-image. That is why people understand strokes so differently. We develop patterns of interactions with people that we have contact with, so they can guarantee us strokes to fulfil our needs. Unintentionally we are restoring relationships with people that will probably give us the kind of strokes that we got used to in our childhood. As babies, we tested what kind of behaviour got us strokes from the parents. By this, our behaviour got firm. If we did not get many positive strokes, then we were happy with the negative ones. In the adult period, we are repeating the same pattern and we are unconsciously searching to get negative strokes with our behaviour. If our balance crashes, we feel unpleasant and we try to restore it again.

People differ depending on the sources of strokes. If we are independent at our work, individualists, we have fewer sources. It depends on what groups we choose to exchange strokes. Either this is a group at work, family, friends, classmates at night school, choir, local theatre group etc. Some need to get their strokes more often, while some can last without them for a longer period of time.

The strength of strokes depends on the effort that the person who is giving it invested. It also depends on our interaction with her/him; it depends on our feelings towards that person and on which aspect of our personality or behaviour the strokes refer.

Some like to get their strokes in connection to their work, achievements, others with personal relationships.

Our stroke patterns and directions form mostly when we are young so we grow up with a lot of useless convictions about how we should give strokes. We can discover some myths or rules about strokes in which we are ready to believe in to the certain level. They are stored in our heads as parent messages. Even though we are not aware of them, they express opinions that our parents had about the rules of behaving. Therefore, we can act according to our built convictions. These five rules present the STROKE ECONOMY. Strokes are limited and our parents give them when they think it is appropriate or needed. The right moment depends on their stroke pattern. When we grow up, we still unconsciously follow these five rules. The result is that we spend a lot of energy, we are convinced that the strokes are limited, that we can run out of them (if we do not behave properly, others will not accept us). The result is that we are constantly in the stroke deficit. As adults we have to realise that the strokes are UNLIMITED and WE CANNOT RUN OUT OF THEM.

3.2. STROKE ECONOMY

We have certain beliefs when it comes to strokes. Like everything, they were built throughout our lives. Some of them are listed below. But these are only myths, they are not true, so we should try to do exactly the opposite.

- **DON'T GIVE STROKES WHEN YOU CAN**

We do not express certain remarks or strokes in general. Maybe we are afraid that a person will feel "too important" if we praise her/him or too agitated if we point out the mistakes. We can notice if somebody accomplished a demanding task, but we act as if nothing happened, as if somebody just did what he or she is paid for.

- **DON'T ACCEPT STROKES EVEN IF YOU WISH TO ACCEPT**

Sometimes we can actually see the move as if a person would push away the stroke. Other times, the rejection can be verbal - when we put the credit or guilt on somebody else. Somebody praises us that we did something good, but we say that somebody else deserves the credit, that we both did it, even though it is not true.

- **DON'T REJECT THE STROKES EVEN THOUGH YOU DON'T WISH TO ACCEPT IT**

We feel obligated to accept whatever they offer to us even though it is not what we wanted. It happens that we feel hurt because of the stroke, but we do not say it. Like for example a woman who smiles accepting strokes about her looks instead of her capabilities to do her work.

- **DON'T ASK FOR STROKES**

Especially in personal relationships, we believe that the stroke is not valid if you ask for it. We feel disappointed, pressed down if our effort and capabilities are not noticed. We are not able to draw attention to ourselves without showing our vulnerability and being offended.

- **DON'T GIVE STROKES TO YOUR SELF**

The fear not to turn out brag and vain prevents us from pointing out to our achievements and us. We can integrate problems in our stroke patterns in a way that we can be satisfied with negative strokes if there are no positive available. Any stroke, even the negative one is better than being ignored. Imagine a small child who plays in the playground. Only few parents would approach the child and give her/him a positive stroke because she/he is so good. Most of us would think that this is a chance to have a cup of coffee and a few moments of rest from constant care for the child. Even when a child behaves according to expectations of the parents, she/he cannot be sure to get positive strokes.

Imagine the scene when a mother is talking to a neighbour and a child is trying to get her attention. She says to her/him a couple of times to go and play. After trying for several times to get positive stroke from the mother, the child will go away and play. She/he will pick up something breakable and when a mother hears this, she will rush to her/him and give her/him a couple of negative strokes about braking things...

When we were little, we all experienced similar scenes. Many of us logically concluded: we know perfectly reliable ways how to trigger negative strokes. However, it seems that there is very little connection between our behaviour and getting positive strokes. In school this pattern continuous. Teachers give much more attention to the children that are causing troubles than the ones that behave ordinary.

As adults, we reply these useless scenes in the moments when our supply of strokes is low. In addition, work organisations know this practice. The boss calls the workers who are working bad or are absent from work a lot. On the other hand, good work and presence at work is considered self-evident.

3.3. BAD AND GOOD STROKES

The assumption that only positive strokes are good and negative is only bad is not true. People need positive and negative strokes. They should be connected to behaviour and not to the person. With giving only one kind of strokes, we deny a part of reality in a person. A child should have the opportunity to change the behaviour that is not appropriate. In the case of giving only negative strokes, a child has no opportunity to develop.

YOUR PERSONAL PATTERN OF STROKES

Write names of 5 people that you live with or have close contact with them.	How often do you give strokes to them?	What is a typical strokes that you give to them?	Is it positive or negative?	How intense is it?

RULES OF GIVING STROKES

1. Give all possible strokes.
2. Always already when we need to be praised, we have to ask for it (asking for it is already a stroke).
3. Accept strokes when you need them.
4. Reject bad strokes (refuse the negative contents).
5. Give yourself strokes You can tell yourself that you are O.K., that you are good.

3.4. FAIRY TALE base on “ WARM FUZZY TALE” by Claude Steiner

Once upon a time, long ago, there were two happy people Tom and Mary. They had two children John and Tina. To understand how happy they were, we have to tell you how people were living at that time. Every baby got a small, soft bag of warm fuzz balls when they were born. Whenever anybody reached in the bag, she/he could get a warm fuzzy from the bag.

There was a great demand for warm fuzzies because anybody who got it, felt warm and pleasant. On the contrary, people who did not get warm fuzzies were in danger to get seriously ill. Because of illness, their spine shrunk so they were dying.

Those were the times when it was easy to step up to anyone and get warm fuzzies. If anyone wanted warm fuzzies, she/he just asked someone and said; “I would like to have a warm fuzzy.” People just reached into their bags and pulled out a fuzzy, as big as a hand of a small child. As soon as the daylight started shining on the fuzzy, it laughed and bloomed into a big, soft, scented warm tassel. It flew and sat on the shoulder, head or into the lap of that person. If you caressed it, you felt very pleasant. People often asked each other for warm fuzzies and since they also liked to give them away, people never run out of them. There were plenty of warm fuzzies everywhere so people felt cosy and comfortable.

One day, an evil witch came to these places and she did not like this at all. Since all the people were happy, nobody wanted to buy her magic creams and potions. Sneaky as she was, she forged a wicked plan. So one beautiful morning she approached Tom when Mary was spending time with her daughter and whispered into his ear: “Look Tom, how many warm fuzzies Mary is giving to Tina. If she will go on like this, there will be no more left for you.” Tom was astonished; he turned to the witch: “Do you mean that there won’t always be enough fuzzies in the bag when I reach into the bag?”

The witch replayed “Of course, exactly. Slowly you will use all of your fuzzies and you will not have any left.” After these words, the witch flew away on her broomstick laughing loudly.

Tom took her warning seriously and became alert whenever Mary gave a warm fuzzy to someone else. He got more and more concerned and agitated because he loved Mary’s warm fuzzies. He did not want to stay without them. He thought that it is wrong that Mary is spending so many fuzzies for other people. He started to complain every time when he saw Mary giving away one of her fuzzies. Mary loved Tom very much so she started giving away less fuzzies to the other children so she could save more for Tom.



Other children in this country soon noticed this. They found out that it is not O.K. to give away fuzzies to anyone that asks for it or if you feel the need to give it away. They became very careful. They observed their parents very carefully and started to complain every time they thought that one of the parents is giving too many warm fuzzies to the others. Even though it still happened that every time they reached in the bag, they could find a warm fuzzy there, they did it more and more rarely. They became more and more cheap. There was a shortage of warm fuzzies; people rarely felt warm and cosy. They started to shrink and some of them even died. More and more people went to the witch to buy her magic potions and crèmes even though it did not seem like they are helping much.

Well, the situation became more and more serious. The evil witch that caused all of this did not want people to die, because they cannot buy potions and crèmes dead. Therefore, she made an evil plan. She gave a bag that looked just like the one with warm fuzzies to anyone who came to her, but the bag was cold. It contained cold sticks instead of warm fuzzies.



Cold sticks did not make people warm and pleasant but cold and sharp. However, the sticks prevented people to shrink. Therefore, people who were worried to run out of warm fuzzies said whenever somebody asked them: "I would like to have a warm fuzzy: "I cannot give you a warm fuzzy, but I can give you a cold stick." Sometimes two people met and thought that they could exchange warm fuzzies but one of them changed her/his mind and it all ended up by exchanging cold sticks. In the end only few people died but many of them were unhappy, they felt unpleasant and sharp.

The situation got more and more complicated because there were less and less warm fuzzies. At first, warm fuzzies were free like the air that we breathe, but now they became extremely precious. People were doing different things to get to them. Before the arrival of the witch people did not mind to give warm fuzzies away, after she came, they started to gather in small groups in order to save the stash of warm fuzzies for their group members. People who forgot and gave a fuzzy to a person outside this group, felt guilty because they knew that members of the group would regret losing a warm fuzzy that belonged to them. People, who did not manage to find a generous group, had to buy warm fuzzies and work hard to earn enough money.

It even happened that there were people who took cold sticks, which were free, and there were available, painted them in sunny colour and offered them as warm fuzzies. These fake fuzzies were really made of foam and they caused additional problems. Take for example two people who met and exchanged foam fuzzies. The fuzzies should make them feel warm and pleasant.

But in fact, they felt bad. Convinced that they are exchanging warm fuzzies, they were very confused because of these bad feelings. However, they did not find out that they feel so bad because of all the cold sticks that were disguised into warm fuzzies.

Things were bad. It all started with the arrival of the witch who made people believe that someday the worst will happen. That they will reach in their bag of fuzzies and it will be empty.

Not so long ago, a young woman who was different arrived in the country. She never seemed to hear about the evil witch and she was not afraid that someday she could run out of warm fuzzies. She generously spread them around even when people did not ask her to do so. People were outraged over her actions, they started calling her names, and because she gave the children hope that they should not worry to run out of warm fuzzies. Children loved her very much, they felt very good, and they started to give each other warm fuzzies when they felt the need to do so.

The adults became worried so they decided to make a special law to protect children from losing all the supply of warm fuzzies. The law forbid people to pass carelessly giving away warm fuzzies. They could give them away in specific measures. It seemed that the children did not get upset too much over this. They continued to exchange warm fuzzies whenever they wanted and whenever somebody asked them for it. There were many children, almost as many as adults, so it seemed that they would get their own way.

In this moment, it is hard to say what will happen. Will adults manage to pass the law and stop the children indifference? Will adults join the children and check if it is true that there are enough of warm fuzzies? Will they remember the times that children are trying to awaken; when warm fuzzies were easy to get and people could just give them and take them like the air that we breathe?

3.5. THE USE OF STROKES IN YOUTH WORK

The only way to encourage young people is to give them positive strokes, especially the youth who went through tough experiences in their family. It is hard for them to recognise and accept positive strokes. They are used to yelling, sometimes also physical punishment, it takes many positive strokes and time for them to comprehend that life can be different. When calling parents, we should pass only positive messages or at least start with them. We should deal with the not O.K. behaviour one to one with the youngster without involving the parents. Hug them. If the strokes are positive but not genuine, the youngster will know it without words. We can give many inner strokes just accepting a youngster have positive attitude towards her/him. Attitude itself can be a positive or negative stroke. Youth can get many strokes through activities, when they can give their ideas, achieve something. Individual work is a treasure of strokes, acknowledging the youngster, listening to the ideas, creating opportunities for them to be active. Giving them permission to be unsuccessful and the opportunity to try again next time.

4. ANALYSIS OF TRANSACTIONS

THE UNIT OF HUMAN RELATIONSHIP IS A TRANSACTION. It is made of **TRANSACTIONAL IMPULSE AND TRANSACTIONAL RESPONSE.**

If two people meet, sooner or later one of them will start talking and show that he is aware of the presence of another person (with nodding, smile, etc.) Recognising the other person is **TRANSACTIONAL STIMULUS**. The other person will react with a word or a gesture. This is a **TRANSACTIONAL RESPONSE**. Transactions are running between us all the time. TA studies them with the help of an **EGOGRAM**. It establishes which part of the individual personality **PARENT, ADULT** and a **CHILD COOPERATES IN A TRANSACTION**. There is a number of ways, keys how to recognize this.

4.1. KEYS OF THE PARENT

These clues help us to recognize, they are not giving us final judgments, and we have to consider the whole context.

TYPICAL PHYSICAL SIGNES; jagged eyebrows, compressed lips, pointing a finger, nodding the head, hands on the hips, horrified look. Of course, every individual has hers /his own signs.

VERBAL SIGNS: present value marks; **CRITICS, COMPLIMENTS, INSTRUCTIONS;** FOR EXAMPLE statements like; this will be over once and for all, how many times do I have to tell you this?, Oh my darling...

4.2. KEYS OF THE CHILD

TYPICAL PHYSICAL SIGNES: trembling lips, crying, being offended and stubborn, anger burst, sizzling voice, staring down, shrugging the shoulders, enthusiasm, laughter, imbursement, giggling.

VERBAL SIGNS: fraises like; I wish, I want, I do not know; I do not care, when I grow up. Playing a game; mine is better than yours...

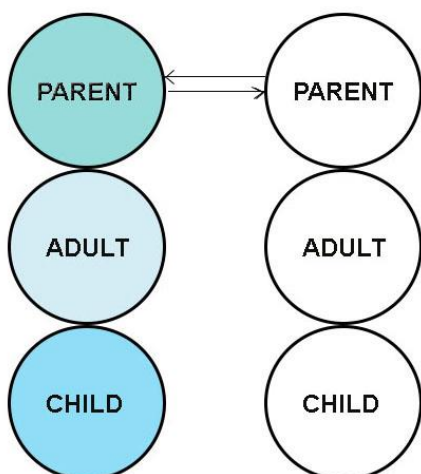
KEYS OF ADULT: what would the expression of the adult be if we disregard child and parent; without expression, boring? No, this is not true. The face of an adult is supposed to be sincere, in constantly moving the face, body, eyes. The adult also allows showing its curious child.

VERBAL SIGNS: are expressed by words, why, what, who, how, how much and in what way. This shows that adults process information.

4.3. TYPES OF TRANSACTIONS

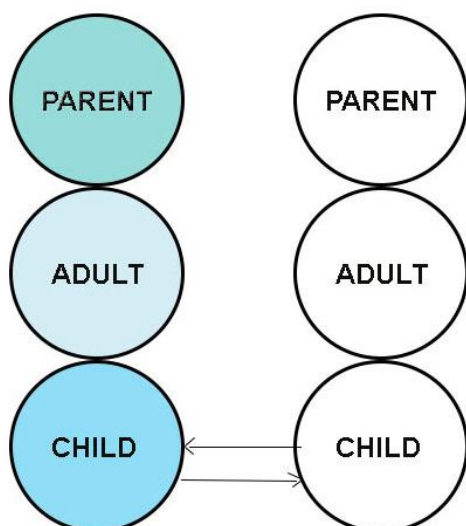
- **COMPLEMENTARY (PARALEL) TRANSACTIONS**

The response comes from the ego state from which the impulse came. These transactions are very predictable, the answers expected. If somebody asks what the time is, she/he responds. These transactions continue to infinity.



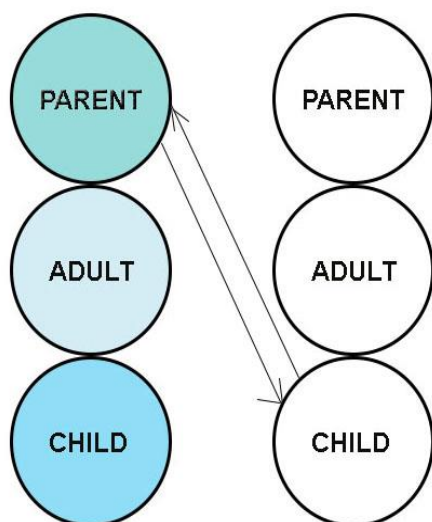
EXAMPLE NUMBER 1; PARENT - PARENT

Two women are driving on a bus. The first one signs in looks at her watch. The second one looks at her and says that the bus is late again as always. The complaining of both continues. Communication of both comes from the parent.



EXAMPLE NUMBER 2 - CHILD

Two people are on a roller coaster and scream. Or when grandfather and grandmother are holding hands and strolling by the coast. But to make this work, we still need the adult ego state. For them to walk like this, they had to invest into their relationship for years and years. So complementary transactions child-child can take place with the permission of the Adult and under its supervision.



EXAMPLE NUMBER 3 PARENT- CHILD

The employee is late for work very often. The boss yells at him; that he has had enough of him, he demands and expects his apology and the employee apologizes humbly for being late so many times. The bosses' transaction goes from his Parent to the Child of the employee. The employee reacts expectedly and apologizes.

In marriage, a husband or a wife can play Child that needs care and attention. The other spouse takes over parental care. The marriage works as long as both are playing the role. However, if one of them decides not to

play the game anymore, the troubles begin.

Transactions between ADULT and CHILD happen in a similar way. For example, a husband is scared of presentation at work, he is not sure gave him a lot of information that smoking is harmful- But despite that, he turns to his wife for support. He asks her to throw away his cigarettes, he ask her to play his PARENT. However, usually things get complicated very fast.

Sometimes in a longer sequence several complementary transactions occur. Like when an entrepreneur asks a bank director to prolong his credit. They start of as CONTROLLING PARENT – ADJUSTED CHILD (when the entrepreneur will ask him for an extension, the

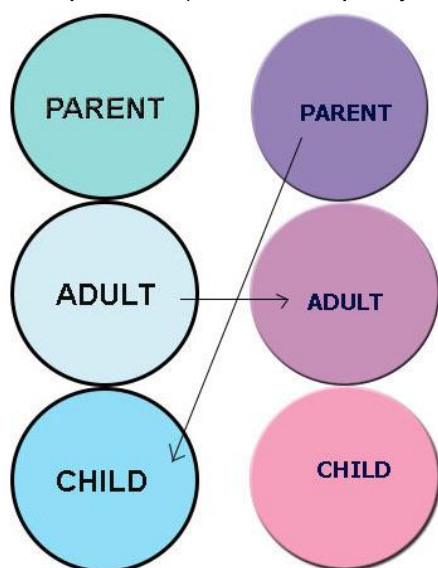
director will list all the dangers and traps). However, when they get to the part where they will review information and establish if the business enable prolonging of the credit in ADULT – ADULT EGO states, but they can end up in NATURAL CHILD – NURTURING PARENT when the entrepreneur will feel relieved, the bank director will say something reassuring concerning he future of his business.

• CROSSED/NON COMPLEMETARY TRANSACTIONS

They belong to those, which cause conflicts. The response does not come from the ego state to which it was addressed, but form another ego state. Typical case; when a man asks where his trousers are (ADULT). The wife would have answered from ADULT if she had said; "your trousers are in the first drawer". But instead she answers from the PARENT saying in anger that he can't find anything ever and that she's had enough of taking care of everything. At that point, the transaction breaks or the response goes from another ego state. They are no longer talking about the trousers. Very different subjects come out. These transactions are the platform for the GAMES. Crossing transactions are usually rude; they cause the raise of

this pattern occurs often and continues, we call it a game; "YOU ARE GUILTY FOR EVERYTHING".

Why do these transactions occur since it would be most sensible to respond to the impulses from the ADULT? Why do these transactions occur since it would be best to respond to the stimuluses from the ADULT? The answer lies in the "not O.K. life position". The person who is in this position (most of us partly are), understands the statements differently than it was meant it.



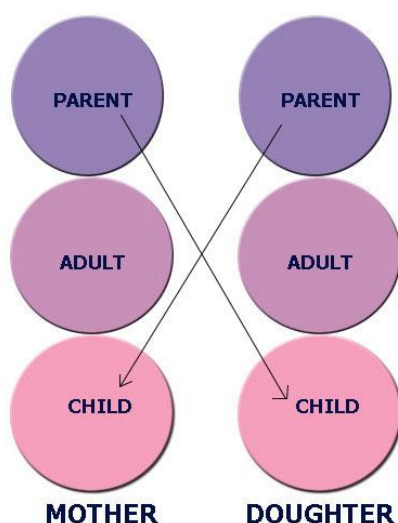
Son: "I have to finish my homework today."

Father: "Why do you always have to delay your homework?"

The person, who responds from the PARENT, gives the message; look at you, YOU ARE NOT O.K. that makes her/him feel better- but in fact, there is despair behind this message.

Let us take a complementary transaction that is very unsatisfying for us. Angry friend is yelling at us from her/his CONTROLLING PARENT because of the mistake we have done. We start of with

complementary transaction when we start apologizing from the ADJUSTED CHILD. A friend ignores our apologizing and keeps on yelling. If we continued apologizing, we would not be dealing the situation appropriately. We need to break the communication. This can happen when we use the crossed transaction. We move into the ADULT and we star the conversation about how to solve this problem.



Daughter: "I do not want to eat you soup, you are a bad cook"

Mother: Then I `ll just go and you`ll see when you stay on you own.

A person who often talks from the CHILD, communicates; look at me, I'm not O.K., she can't take a compliment because she believes that she doesn't deserve it.

CONCLUSION

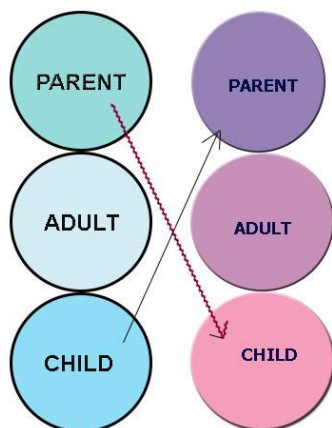
The better we know the responses from the PARENT and CHILD, the better chances we have to strengthen our ADULT so we do not succumb to automatic responses. It helps when we count to ten so we can plug in the ADULT. It is important to recognize ego states, because we torture ourselves many times; why my PARENT is giving my CHILD such a hard time? This question is in place when we feel depressed or sad. One of the ways to strengthen our ADULT is also careful consideration before we make a decision. This helps build a firm ethical system. However, this does not work without conscious effort. The ADULT will establish system of values that helps us in difficult moments, in relationships with others and we can predict consequences more easily.

4.4. WAYS TO DEVELOP A STRONG ADULT

- We learn to recognize our CHILD, its weak points, fears and most common ways of expressing feelings
- We learn to recognize our PARENT, punishments, outbursts of rage, rigid opinions and the most often forms of expressing all of this.
- We try to become sensitive for the CHILD in others, we speak to their CHILD, care for it, protect it, and try to understand that the CHILD is carrying NOT O.K. burden.
- We count to ten, allow the ADULT to process the information, and in this way stop automatic responses from the CHILD or the PARENT.
- If we doubt, it is better to wait.
- Work on your system of values. The decisions without ethical platform are not right.

4.5. HIDDEN TRANSACTIONS – DOUBLE MESSAGES

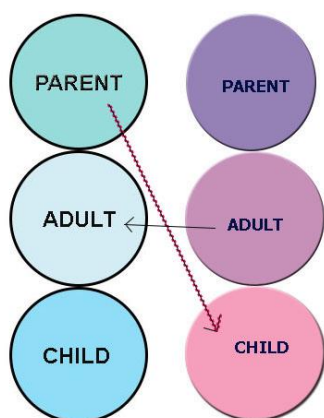
This means that there are two messages going on at the same time. One is on a social level and the other one on the psychological level. We can feel that it is working in the underground. The result of both transactions is that we feel bad and most of the times we just do not know why. The transaction contains the hidden message. These transactions are responsible for most of the pathologies. The result of these transactions is that we feel bad and often we do not know why. It is important that we keep on revealing them, disclose them and check them constantly. The other way is to be aware of them, but we only reply to the first social message, but we ignore the other, hidden psychological part of the message.



Example 1:

Husband: "Where did you hide the bottle opener?"

Wife: "What is wrong with you? Are you blind? You never find anything."



There is a hidden message in the husband's question that reflects in the word "hide". The husband implies that his wife has a mess in the kitchen. The wife replies from the CHILD, since she feels offended and she pressed on his PARENT. The conflict starts.

She could have just ignored his hidden message and replied from the ADULT;

Wife: "The hidden bottle opener is in the drawer."

Example 2:

In the store:

»This is probably too expensive for you"; even though a person doesn't feel capable of buying, she /he buys anyway and in such a way replies to the hidden message; I am too poor to buy this...

Example 3:

At work:

»Is this report going to be ready on time? «

This can be a rational message, but the inner CHILD can feel that the boss thinks that you are incompetent:

- Why should I try to finish the report if he thinks that I'm incompetent anyway?
- The answer could also be straightforward; "I think you don't trust me."

The meaning that is not expressed aloud has a much greater effect than the social remark.

THE USE OF THESE CONCEPTS IN YOUTH WORK

Knowing where the transaction is coming from, enables us to know in which ego state the youngster is in and we can respond adequately. If she/he needs comfort, we give comfort. We can decide on our behaviour according to the situation. We have a number of possibilities available and we can pull the behaviour from the chosen ego state.

5. DRIVERS

Drivers are a kind of force inside us that use our responses, mostly in critical situations. These are messages from the past that we carry in our head, superstitions, something that we believe in. These are subconscious temptations to act and behave in order to achieve acknowledgment from the other people. We wish, crave and need these conformations from the others. Drivers are programmed responses to the messages of important people from our past that we carry in our head.

“You are O.K., if....”

“You are worth of respect if...you hurry....you are perfect....”

When we were small, maybe we believed that if we do not step on the cracks on the floor or if we cross fingers when we are scared, we would avoid horrible and scary incidents. We act in a similar way when we are adults as if certain of way of behaving could put our troubles away and earn the respect of the other people. This is unfortunately only a fairy-tale. The truth is that we can never make enough of what the driver is demanding from us. When we try to be more and more as if we think we have to be, we create problems. The consequence is that we find ourselves in even bigger stress so we invest more and more energy into our behaviour, which derives from our driver. We create even more problems and consequently fall into bigger stress.

- **BE PERFECT**

People with this driver are not capable to see the whole picture, time is not their friend, and it is hard for them to finish things since they are never good enough. They are getting lost in the details. Everything looks perfect: the dress, a letter, the garden... They set up very high standards, if they find mistakes; they are not pleased with themselves. If we have this driver, we can try setting realistic standards, maybe try to see that the mistakes are not so big...

- **TRY HARD**

They put many duties on their shoulders, are unreliable, but very charming. They work hard, have a number of obligations, they rather test things and not finish them on time or not at all. They switch from subject to the subject and have a lot of interests. They volunteer to do work, but the starting enthusiasm goes away very fast and the co-workers resent them for wanting to do only the fun and creative parts of the project, the dull and routine matters are left for the others. If we have this driver, we can try:

- don't volunteer
- make a plan and stick to it till the end
- try to follow the rules of the assignment

- **PLEASE YOU**

They always say yes, indulge others, and take too much work (typical profession is a nurse). They want to read minds and please others, read body language and other signals. They encourage harmony inside the group, they do not embarrass others and underestimate them, and they try not to agitate anyone. They are using comforting words, nodding, laughing. If we have this driver, we can try:

- Ask people what they want from us
- Do something for ourselves more often
- Let others know what they did wrong

- **BE STRONG**

These people are lonely, they do not connect to other people, they have everything under control, they work on their own, are good leaders in crisis. They think logically. When others are panicking, they stay calm. Unpleasant decisions are not a problem for them, they seem like they do not have emotions at all. If we have this driver, we give fair feedback and constructive criticism. Our mood stays more or less the same so others know what they can expect from us. The problem is that we are not able to admit our weak points, if we can't control the situation, see every failure, instead of asking others for help, we load ourself too much of work. People often feel unpleasant because of lack of emotions from our side. Sometimes they suspect that we are robots and not human beings. If we have this driver, we can try:

- Asking others to help us
- Include into activities that makes us happy; courses, sports, other activities

- **HURRY UP**

In this driver, there is always motivation; do things as fast as you can. They always arrive early as if something will run away from them, they work too fast, make too many mistakes, give an impression of impatience, talk too fast, interrupt conversation...They take on too many duties, get to know people too superficial. If we have this driver, try:

- planning work step by step, setting intermediate goals
- listen to people until they stop talking
- train relaxation techniques and use them

If you have this driver, let yourself permit that it is O.K. if we feel bad even if we don't do everything congruent with our beliefs and that we are O.K. even when we are sometimes too fast...

THE USE OF THE CONCEPTS OF DRIVERS IN YOUTH WORK

The driver influences the behaviour very much. If you know the driver of a certain youngster, you can predict how she/he will do with learning, projects, arranging personal matters... For example; "I`m not going to do an exam, because my knowledge is not perfect.". We can deal with this with permissions; it is O.K. if you don't know everything, even if you fail, you can do it again....

6. STRUCTURING TIME AND PSYCHOLOGICAL GAMES

We structure our time because of our hunger for confirmations. We often deal with the question how to use our time best. The more we manage to structure our time the less we deal with this question. The amount and the intensity of confirmations depend on how we structure our time (more or less strokes). This is one of the basic reasons, why we have the need to structure time. This is the way we exchange strokes. Berne specified six ways of structuring time. The more we move towards intimacy, the greater is the psychological risk (rejection, loss, fear, emotions etc.). On the other hand, also the intensity of confirmations is much stronger. If we choose situations with weaker strokes, we are in the safe zone. However, this does not bring us a long-term satisfaction.

- **WITHDRAWAL**

Time schedule is not about transaction since we are not communicating so, there are no strokes from the others. We can only give strokes to ourselves, which do not last long. We often retrieve to our own world, or into the daydreaming. We are present only physical, but our thoughts are somewhere else. The problem is if we do it too often. Some people need fewer strokes because they have their bank of strokes. They adjust to the lack of strokes like a camel in the desert. As children, they had experience that exchanging strokes was risky because they were rejected.

- **RITUALS**

Rituals mean social programmed consuming of time in which all the participants agree that they will be doing the same thing. It is safe, because people do not have to get too close to each other. The result is predictable and the cooperation is pleasant. We have the chance to exchange strokes. Rituals are connected to social life like for example church ceremonies, birthdays... The children learn rituals in the process of socialisation, like rules of behaviour. Rituals can be very personal. When the level of commitment is low, the fulfilment is small. We get strokes with very low intensity. Rituals usually derive from the ADJUSTED CHILD.

- **FREE TIME ACTIVITIES**

This is also the way to spend time. Transactions are sincere; they represent half-ritualised way of spending time, like talking about the weather, social events, parties etc. Intensity of strokes is low. People like to entertain, chat a bit. For some this is the way for the time to pass, but not getting to know others more close. It can mean also postponing things until next year, until vacation, until work etc. Spending time like this could mean postponing until the holiday, until next year, until we get a job, until etc. Keeping ourselves entertained all the time could mean escaping from intimacy in relationships or from despair, guilt. People who cannot manage to do this can have problems in society since behaviour like this can help us make friendships and consolidate position in the society. All of this is a base for establishing intimacy.

- **WORK AND ACTIVITIES**

Work in an activity that is directed towards the goal. We work with others so we can get medium to high intensive strokes. Activities that we do in free time, can fulfil us and provide us with very high intensive strokes, directed towards certain goal, result. They come from ADULT ego state.

- **GAMES**

Games bring us medium to high intense negative confirmations. If we do not get enough positive strokes, or the strokes that we get do not fit into our window, then we start to acquire negative strokes. Better negative than none at all. Some people spend a lot of time in the games.

- **INTIMACY, BEING CLOSE**

The level of intensity of strokes is the highest possible. Intimacy, being close means that we can express our feelings, opinions, without the censure. Intimacy does therefore not refer only to intimate relationships between two persons. Intimacy differs from the other five sources of strokes. It is independent. It derives from the life position I`M O.K., YOU ARE O.K. Only in intimacy, it is possible that a person can express ego state of the CHILD and PARENT, because the ADULT is in the saddle. The need for defensive structuring of time is gone. The relationship is free of games. For a couple like, this it is not a disaster if somebody forgets a wedding anniversary. Their world does not collapse.

The other ways of structuring time are not harmful. Except for the games, which are usually harmful. The other ways can also get harmful if they start representing escape from the intimacy. For example when some people work all the time so they do not have to face intimacy or when a couple has all the time structured with different activities. When they are alone, they feel uncomfortable. Often couples structure their time with family matters but when children leave, there is a void between them since there is no intimacy left. Intimacy and being close works well only from the position I`M O.K., YOU ARE O.K., from ego state of ADULT, that manages her/his CHILD and PARENT.

7. PSYCHOLOGICAL GAMES

We call repeated and unsatisfying transactions with other people **PSYCHOLOGICAL GAMES**. They can last only for a couple of minutes or for a longer period. We can falsely think that our relationship is good and realize much later that we were inside a game all the time. We know that we are playing a psychological game when:

ELEMENTS OF PSYCHOLOGICAL GAME

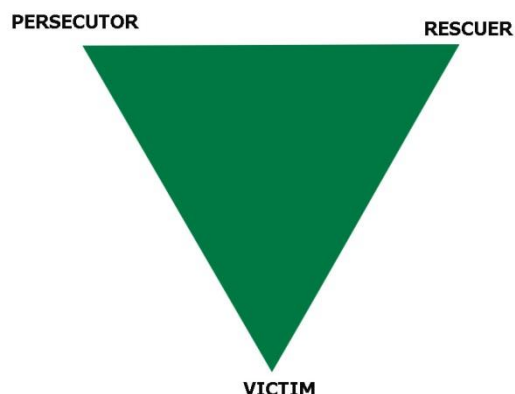
The more elements listed below is in our communication, the greater possibility there is that we are in a game and not only bad communication.

- **REPETITION;** Do you feel like you have been here before and that the communication is running in certain sequence? That you are often experiencing the same way of communicating repeatedly, also with different people?
- **PREDICTABILITY;** Can the observer or we predict what will be the outcome of the conversation, communication. Is there a feeling of inevitable course and we can easily tell what is going to happen next in the communication and how it will end.
- **HIDDEN TRANSACTION;** Do we suspect that there are hidden purposes or unexpressed messages? If so, there are concealed transactions – we do not talk about what is truly happening.
- **TURNING POINT,** Is there a turning point in the communication? Does the interaction flip around? Do the people involved direct into the hidden messages instead of the starting contents?
- **NEGATIVE PAY OFF;** The players of the game feel bad in the end, there are win/lose or lose/lose elements present. We do not feel O.K., we feel like “losers”, or one is above the other.
- **UNAWARENESS;** this is the most important side of psychological games. When we play the game, we are not aware of our own involvement into such an unsatisfying and useless communication. It is possible that we do not see this even at the end when we get the payback, when we feel bad, because in our opinion this is just a part of life that we have experienced many times before.

It is hard to understand why we get involved in psychological games if they lead to negative payoffs. The explanation lies in the fact that we play games unconsciously and that they have certain advantages. We can say that they are fulfilling time, we are able to socialize and they are firming our window frame, life position.

7.1. DRAMA TRIANGLE

With the drama triangle, we can understand the dynamics of the games. Scenes that attract actor's attention mostly contain the elements of the game. In drama, also in the psychological games, people are playing roles of persecutor, rescuer and the victim.



7.2. TYPES OF GAMES

- **YES, BUT**

The first player mentions her/his problem, for example that she/he has too much work. The other actor takes the role of the rescuer and starts offering different suggestions. The actor turns all of the down with yes, but. She/he sees a number of obstacles. From the role of the rescuer, she/he goes into the role of the persecutor. She/he becomes angry since she/he did not ask for any advice and because of interfering into her/his work. The other actor is offended because she/he was just trying to help.

We often play this game at the meetings. The first person is explaining her/his idea. The second player is interested asking questions to know more. She/he is trying to help with the development of an idea, takes the role of the rescuer. The first player is satisfied because of obviously having such a great idea. Then the turning point happens. The second player starts looking for mistakes in the idea and steps into the role of the persecutor and the first player goes into the role of the victim. In the end it happens that also the others think that the idea is bad. The dynamics of this game is based on superiority of one player over the other. Both persons have high opinion about themselves, they want to show how clever and capable they are. The question is who will win.

- **REJECTION**

The game starts with invisible invitation and ends up with deeply offended rejection. For example the game in the sexuality: we flirt at the beginning, and then the other player crosses the line and touches us. We slap him. Another example when a player offers help to somebody, she/he takes the offer and has many things to put in order. The second player is outraged and the first one confused since she/he did not expect a response like this. The payoff of the first player is; if you offer a finger to somebody, he takes the whole hand. The payoff of the second player is that the first one never wanted to help any way.

- **PERSECUTION**

The person is setting a situation to be disappointed, betrayed in the end. We put a lot of work and responsibility on our shoulders and even if we are the boss, we do not give assignments to the others. In the end, we say that we are alone for everything, that we have to do everything and that we are the only ones that know what to do at all.

- **KICK ME**

By doing things wrong, I invite others to do something bad and ugly to me. In this way, I get what I want.

- **POOR ME**

With right behaviour, we cause feelings of guilt in the others. "I did this and that for you, can't you see?" We continue with remarks and complaining.

- **GAMES FOR THREE PLAYERS**

It takes two to play the game. There are also games for three players. When two players are arguing, the third one comes in and says that she/he will not take that somebody is offending her/his colleague. The offended colleague goes from the role of the victim into a role of the persecutor and says to her/his saviour that this is none of her/his business. The saviour now goes into the role of the persecutor and so the quarrel goes on with changing the roles and can transform into a game of ROARING.

- **WHY DO WE PLAY GAMES?**

The games have different intensity outcomes on the scale from one to ten. In the moderate games, we feel only a bit uncomfortable in the end. These are for example interactions at work place; there are games that make our effect and the way we act much worse.

It is hard to accept the thought that we keep on doing. This happens mostly because we see that people around us act in the same way, which brings us to the conclusion that life is like that. We also have benefits from the games so it is hard to give them up. We have to get aware which benefits we get from the games and then maybe we can give them up. We do not have enough of positive strokes and then it is better to have negative ones than none at all. Games make our life positions stronger. With the games, we avoid CLOSNESS, INTIMACY.

If we believe that I`M O.K., YOU ARE NOT O.K., we will play games that will bring us into in the superior position. I`ve got you when we want to prove that the others are incompetent. If we have the conviction I`M NOT O.K., YOU ARE O.K., we will play games **Kick me, Poor me, Yes, but.**

With the help of the games, we avoid the pain. In our childhood, we often repeated sequences to avoid pain. We repeat this in the adult period since we do not have to face the pain. With the help of these rituals, we maintain psychological stability.

We can use our games as a subject of storytelling and gain the reputation of a good storyteller. In this way, we can expand our circle of friends. We can avoid playing games by structuring time more carefully. This does not mean that we structure our time in a way that we can gain different categories of STROKES. It is a natural human desire for others to appreciate us, acknowledge us and exchange confirmations with us. If we fail, we start playing games. Games appear when we fail to establish good relationships. It is very likely that we use games as a substitute for our incapability of establishing tight and satisfying relationships with others. If we do not have such relationships with others, we do not get enough positive strokes. Then we start acting like in our childhood when we gained negative strokes if positive were not available.

STOP THE GAMES

Think of a repeating situation in which you feel bad. Check how is with the rest elements of the games – predictability, or if you suspect that hidden transactions are happening. Can you define the switch, change in the transactions? Use the following structure of “game plan” by John James to expand your awareness and spread your options.

- 1. How does it start?**

- 2. What happens next?**

- 3. What action follows?**

- 4. How do you feel?**

- 5. What do you think the other person feels like?**

- 6. What do you think is the hidden message behind the communication?**

7. What would you really like to say?

8. What do you think the person would like to say to you?

9. How does it end?

10. How could you behave in the beginning to achieve more constructive outcome?

THE USE OF THE CONCEPT OF TIME STRUCTURING IN YOUTH WORK

Young people are floating in the air many times and their time is not really structured from themselves. The structure comes from the outside frames (parents, school, and sports activities). When they drop out of school or abandon sports activities, the holes become bigger and bigger. Therefore, the more structure and boundaries young people have the better. If a young person is staying at home all the time, the less strokes she/he gets. They collect strokes in a different way than adults (strokes from their peers, by drinking, behaving in a certain way etc).

Try to invite them in new situations, be patient when they are playing games. Be careful not to fall into the game where you want to help them, because maybe this is not what they need. Sometimes with youth, the opposite behaviour helps; for example try not to help. To spend each day as nice as you can; day by day further on towards adulthood.

8. RACKETS (manipulative behaviour)

The goal of such behaviour is making others to do what we want; like the gangsters that were doing the protective racket by drawing money from their victims.

With the help of the rackets we block the responsibility for our own actions; you are to blame for me not communicating to you because you behave inappropriately.

Rackets function in a way that our victims are not aware of them. They just recognize increased unpleasant feelings and respond to the message that we are sending in the hidden, psychological level. Some people experience stress because they feel uncomfortable in our company. They spend a lot of energy feeling angry or trying to repress their responses in order to avoid the conflict.

8.1. FUNCTIONING OF THE RACKETS

We create a fake emotion such as guilt or concern; for example I'm offended because you did this or that, I'm suffering because of you, change your behaviour so I will feel better. The moment you start to feel guilty, confused or ashamed, you know you entered a game. These feelings are setup of thinking. It is very good if we are aware of them. For example, anger cannot produce good things since it does not lead to the good decisions; it is good if we are aware of it and control it.

RACKET SYSTEM

BELEIFS	VISIBLE BEHAVIOUR	REINFORCING BEHAVIOUR
- I can survive only if I have material things	- buying material things	- manipulation with profitable purpose
- I'm not worth of love	- this women is going to leave me, (attack, bad feelings jealousy)	- she leaves him because of his manipulative behaviour

For example when we become known at work or in a group by getting angry if we are not able to go for a lunch when we want. Others know this and start to act against their will just not to make us angry – this is a typical example of a racket.

Our victims are also not aware that they are being manipulated. They just feel unpleasant feelings, but they don't know that they are responding to the message on the psychological, subconscious level.

Rackets cause high level of negative stress in us and in others. Maybe we are not aware of stress but it is still there, in the energy that we spend to control our real feelings and behaviour. In this way, we can get completely exhausted.

8.2. TYPES OF RACKETS

- **EMOTIONAL RACKET**

We create a fake emotion like guilt or anxiety (the difference between raising girls and boys).

- **THINKING RACKET**

For example confusion, we can dive into the world of fantasising about how it is going to be in the future. An example: we have to do a presentation for a group of people and we respond to it with a fear. To minimise the fear we have to prepare ourselves very good for the presentation. Racket fantasising means that we think of unsuccessful presentation with visualising everything that could go wrong. By doing this we empower the fear even more and discourage ourselves from making the preparations. We just sit doing nothing to get ready.

- **PLEASING RACKETS**

They appear when we are trying to do things for others when there is no real need for it. The others feel forced to accept our help even though they feel like we are suffocating them.

- **HELPLESS RACKET**

When we behave like we are not capable to solve our own problems, so others feel trapped when they are facing the world for us.

- **VOLNERABLE RACKET**

For example, when we avoid our own feelings of incompetence by maltreatment of subordinates. Blaming others in a way that they cannot resist.

For performing rackets, it is not essential to have a victim or a partner but we can do this on our own. If somebody does not start talking to us, we can get upset no matter if she/he did it deliberately or not. We do not check it but we just assume that it was deliberate. Therefore, we decide that we are going to feel even worse if she/he ignores me one more time.

Recognising rackets allow us to cope with many sources of stress. We can deal with situations straight and with greater awareness, checking our responses, acknowledging whether these rackets are important and useful or determined in advance and exhausting.

EXERCISE

RECOGNISING RACKETS

Try to remember some event, conflict or situation in your life and respond to the following questions:

Does the feeling or situation repeat?

Can I predict how it will end?

Do I expect hidden motives?

Do I feel bad in any way in the end?

Do I have the impression that the feeling doesn't comply with the happening?

Does the other person withdraw in some way?

9. LIFE SCRIPT

Our script is our life plan that we make in the early years, when we make series of decisions because of our explanations of happening. We start when we are born, at the age of four we think of most important twists, by the age of seven we add details and by the age of twelve everything is set. Like all stories, also ours has the introduction, main subject and the conclusion. There are heroes, mean people, princes and fairies. The story has main topic, story line, twists. By the age of seven, we already made basic decisions about who we think we are, and how are we going to live our life. These decisions are not conscious, but yet we act according to them. The script is designed to lead us to the conclusion. All the twists are a part of the plan that has a certain ending. These decisions are based on the emotions of the child and its copying of the PARENT. We are not aware of these early decisions, even though we live them. We adjust the reality so it fits into our script.

The script is designed mostly from the same reasons from which we choose our life position – to make sense of the world around us. Because of that we explain everything that is happening best we can. Unfortunately because of lack of experiences we often make inaccurate conclusions. A child understands reality differently from the adults. His emotional world is also very different, often extreme. An example: *when a child is crying and her/his mother does not show up immediately, a child might think she abandoned him, she/he doesn't know if she is coming back.* An example: *when a child is alone in the hospital without a mother this can be a terrifying experience for him, a child could make a conclusion that everybody abandoned him, that he is not wanted, that he is not important, that he cannot trust.* Children have a feeling of magic power. An example: *if parents argue, a child can conclude that it is her/his fault. Or if he doesn't wish to have a brother and then brother gets sick, child thinks it is her/his fault.*

Script decisions represent the best possible strategies of the child that can feel threatened in this world. We are under great influence of what adults are saying to us. If they are telling us that we are stupid, beautiful, or compare us to somebody else, we can accept such labels and according to that decide how we are going to live. Berne wrote about two brothers; their mother kept telling them that they will end up in the psychiatric hospital – one of them became a doctor and the other one a patient.

As children, we have our coefficient of vulnerability that is combined of:

- **Weakness** (lack of strength) in the relationship towards adults.
- **Psychological incapability** of facing stressful situations
- **Immature thinking**, the use of "The small professor instead of the ADULT.
- **Lack of tenderness** – no matter how bad it is, we can't get away

9.1. SCRIPT MESSAGES

A child takes a script based on script messages that he gets about himself, others and the world.

- Script messages can be **verbal and non-verbal** or the combination of both. Even before we can talk, we accept the world according to non-verbal signs, tone of voice, mimic, touch, smell. The problem is if verbal messages are not coherent with words (psychological messages). A child believes more to non-verbal messages.
- **With copying parents and other important adults**, a child forms her/his own script. Children especially watch the behaviour of the parents and the relationship and communication between them. An example: *a mother forces the father to get what she wants by crying and playing a victim*. The husband gives up and make her wish come true. The child concludes; this a good strategy to get things that you want.
- **Commands and attributing**
Script messages can also be commands, orders. Parents bomb their children with orders such as; do not be bad, go away, be quiet...
When we are telling others what our children are like, we call this **attributing**. An example; *you are stupid; you are the best*. Attributing is sometimes indirect if we are explaining to the others what our children are like in their presence.

SCRIPT can be:

- **Winning script** – an individual becomes what she/he decided to become either a millionaire, a warrior, a criminal...
- **Script of a loser** – an individual does not manage to achieve wanted goals; for example a person losses all the assets gambling or is doing criminal and gets caught, scripts of a losers have serious consequences. We also call them tragic scripts.
- **Non-winning scripts** are something between winning and losing; an individual is somewhere in the middle of winning and losing; not to get or lose too much. Non-winning scripts are also called banal scripts.

EXCERSISE; WHO AM I?

Remember your favourite fairy tale or story, movie or TV show that influenced you.

What are the key points of this story, show, fairy tale?

Tell the story in present time, as if you are one of the hero. Compare your version of the story with how others remember it.

Which character from the story represents you? How did this affect your life? What are the advantages and disadvantages?

What changes if any would you like to do? How can you do it?

9.2. SCRIPT MATRIX

Script matrix is a diagram that shows the process of creating the script. There are multiple versions. Here presented is by Berne, Holloway and Hay.

Father and mother both have their ego states. They transfer script messages from their ego states to the child and the child integrates them into his ego states. Bern explains this as a process where script messages go indirectly into the child as if the parents are inputting script messages, Holloway emphasises that it is about a child's interpretation of the messages. Julie Hay is pointing out that a large part of these processes is happening on the hidden level.

The early versions of script matrix were showing that parents of the opposite sex provide different elements of the script. The parent of the opposite sex tell us what we have to be like and parents of the same sex how can we become like that.

It is possible to take away persons or add new persons. We can show only one caretaker for a child that is growing up with only one parent or many persons if a child is growing up in a family or in an institution.

We call these script messages a **Contrary script or drivers**. At the beginning, these are useful messages according to our behaviour. Like *be good, do things fast, grow up, only babies cry, do things the best you can...* Later we connect them to our O.K. feelings and we start believing that we are O.K. only if we behave according to these messages. It seems like these behaviours are taking control over us and drive us separately from our will (drivers are driving us) as if our life was a bus, but we are sitting as a passenger in the bus and not driving it. It gets worse in crisis, stressful situations. This is something inside us that uses our responses, mostly in crises and stressful situations.

In fact, these are the messages from the past that we carry in our heads, superstitions, something that we believe in. We are performing subconscious attempts to behave in a way to gain recognition from the other people that we desperately need and want. The drivers are also programmed responses to messages of important people from our past that we carry in our head.

You are O.K., if...

You are worth of respect, if... you hurry, you are perfect, and you are strong

- **BE PERFECT**
- **TRY HARD**
- **PLEASE YOU**
- **BE STRONG**
- **HURRY UP**

- **PROGRAMME, PLAN** from the ego state of the parent ego state of **ADULT** into child's ego state of **ADULT**.

The plan contains the messages about how to do things. We all learn thousands of programmes how to do things. *Like how to tie shoes, how to count to ten, how to hide emotions.* We use most of these messages in a positive way. They can be displayed also in a very negative way. *For example when a son is imitating the father that worked hard all of his life and died from a stroke.* This negative messages come from the contaminated ADULT (contaminated by PARENT or a CHILD).

Attributions

Attributions are like prohibitions, only that they define what we have to have instead of what we cannot have. We often get attributions very honestly, with words when people tell us that we are stupid, smarter than anyone else, arrogant, shy, kind etc.

Permissions

Permissions work against prohibitions and attributions. Many of us got enough so we are capable of functioning relatively well despite the created script. The key permissions that everyone needs are:

- To live/it is O.K. that you are
- To have and to be aware of our feelings
- To have emotions
- To think
- To be emotionally and physical with others
- To be what we are
- To be our age
- To succeed

PROHIBITIONS AND PERMISSIONS (MYTHS THAT WE BELIEVE IN AND HOW TO CHANGE THEM).

1. DON'T BE

If our script messages contain the message "don't be", then our story can end up with a suicide. These are prohibitions to our existence. For example: *it would be better if you did not exist, it is O.K. if you are like I want you to be, if not, it doesn't matter if you are not there at all, Statements like: it's better if you never have children, they are too much trouble.* Even more important are non-verbal signs of parents. For example, if a child was not wanted and has a lack of attention. Sometimes we cannot influence the bad circumstances that can happen for example *when a child is separated from the parents because of the war, illness*

circumstances people survive somehow, they do not commit suicide. However, they exist conditionally; *I can exist only if I work hard, only if I'm perfect, only if I*

please others, only if I do not let anyone close. In the adult life, this can show as lack of sense in life, the feeling of alienation as if you don't belong into this world, depression.

PERMISSIONS: It is O.K. that you are, I like being with you, it is great to know a person like you, you can do this....

2. DON'T BE YOU

The whole bunch of identities is connected to this prohibition. It can happen if parents wanted a child of the opposite gender. If we compare a child to other children all the time, to siblings, to the neighbours children, to ideal children. If we make comparison to the parent, *"you are just like your father"*.

PERMISSIONS: It is O.k. if you are as you are. I like you the way you are.

3. DON'T BE A CHILD

The child can get these messages from the parents that can feel helpless. The second option is a symbolic relationship between partners and the child breaks this symbiosis. Third option is that the parent was not allowed to be a child. The messages are *"don't be such a child, grow up, will you, don't be childish, you are old enough. Do not have fun all the time, you have to work."* A child can grow up too quickly and is taking care of the parents emotionally.

PERMISSIONS: It is O.K. to play, it is O.K. to have fun and you are childish. You can enjoy yourself and have fun.

4. DON'T GROW UP

This is a demand of the parents to the child that she/he becomes independent. The parents are scared that the child is going to become independent and then they will feel unnecessary. Many times parents, who never grew up themselves, pass on such messages. One of variations is also *DON'T LEAVE ME*. We can see this usually with the mamas' sons who have prohibition to leave.

PERMISSIONS: It is O.K. if you are independent. You can do things on your own. There is nothing wrong if you fail sometimes. You can live on your own; we are going to be fine.

5. DON'T BE SUCCESSFUL

A parent who is not successful and is consumed by the feeling of jealousy can give subconscious messages *"if I didn't achieve anything, then you also won't"*. The second variation is that parents are too successful so, a child will never be able to achieve their success and will rather choose to be unsuccessful.

successful. There is no harm done if you sometimes fail. We all have difficulties sometimes.

6. DON'T DO ANYTHING

It can happen in the families where parents are overprotective towards their children. Where parents are scared that something will happen to the child and are therefore trying to protect them too much. *"Do not do this. You will hurt yourself."* The result can be that children are ill all the time or they actually hurt themselves often. The consequence is also that they become passive. This prohibition is connected to the prohibition *"do not be a child."*

PERMISSIONS: You can do things even if you fail sometimes. There is no harm if you hit or break something.

7. DON'T BELONG

These messages can be in the families that have other cultures. We are different than most of the people: *"be ours."* For example: *»you are better than others, you are different, you are special, you are sensitive, and you are shy".* These children are usually individuals in the class that others will not accept. They can be children of the parents that move a lot and have no time to grow roots somewhere.

PERMISSIONS: it is O.K. if you are different; it is also O.K. if you hang out with others, belong to others.

8. DON'T BE CLOSE

A child can get these messages in the family where parents are not capable of being close. This prohibition is connected to psychological intimacy and trust. A child can have a bad experience from the past. She/he can conclude that it is not good to trust and let others close because it brings disappointment. *"don't give anyone your heart on the plate..."*

PERMISSION: You can trust.

9. DON'T BE HEALTHY

This often happens in families where parents do not have time for children. A child gets attention only when she/he is sick; parents take time to notice the child only in critical situations.

PERMISSION: You can be healthy.

10. DON'T THINK

This can happen in the families where parents are intellectuals and have cynical communication. For example when parents are laughing at the child when she/he is saying smart things; *"do you think you are smart?"* It can be a comfortable position where there is no need to think, thinking is for others or Barbie type of messages; "It is enough to be beautiful, men don't like smart women."

PERMISSIONS: You are capable of thinking. Even if you say something stupid, there is no harm.

11. DON'T FEEL

A child receives messages that it is not allowed to express certain feelings. With boys often sadness so, when they get older they replace sadness with anger. The prohibition is connected to the driver "be strong".

PERMISSIONS: You can be sad or angry. You can show your feelings.

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